

Formative Assessment for Michigan Educators (FAME)

The State Project

Michigan School Testing Conference
February 23, 2012
Session D4



Presenters

- o Dr. Amelia Gotwals, Assistant Professor
Michigan State University
- o Deb Farrington, Professional Development
Specialist, Measured Progress
- o Kimberly Young, Assessment Consultant
Bureau of Assessment & Accountability

Session Targets

- o How does MI define the formative assessment process
- o Provide a description of the current project professional development model
- o Related research efforts to guide implementation
- o Next steps to scale project across Michigan



How does FAME define the formative assessment process?

“Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.”

(CCSSO SCASS FAST Project, 2007)

“Formative assessment is a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.”
(Popham, 2007)



Turn and Talk...

Examine each definition of the formative-assessment process:

- o What do these definitions say “formative assessment” is – and isn’t?
- o What are the key features of each definition?
 - o How are they similar?
 - o How are they different?

FAME Project Goal

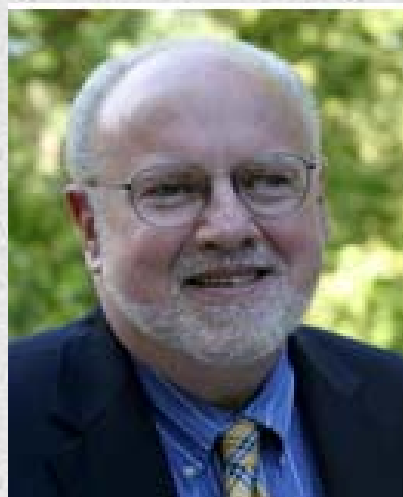
“Working collaboratively, educators will learn, implement, and reflect on the formative assessment process in order to guide student learning and teachers’ instructional practices.”

“Formative assessment process in every Michigan classroom”

Dr. Ed Roeber

Past Director

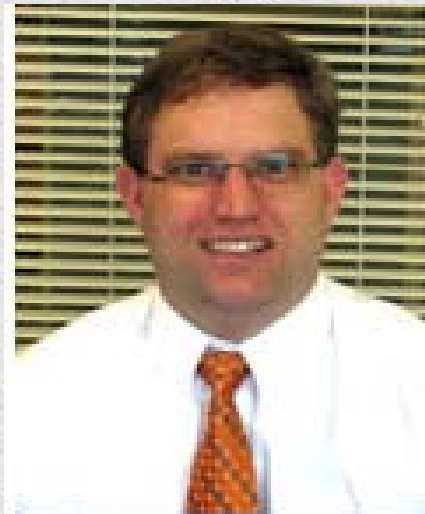
Office of Educational Assessment &
Accountability



Dr. Joseph Martineau

Director

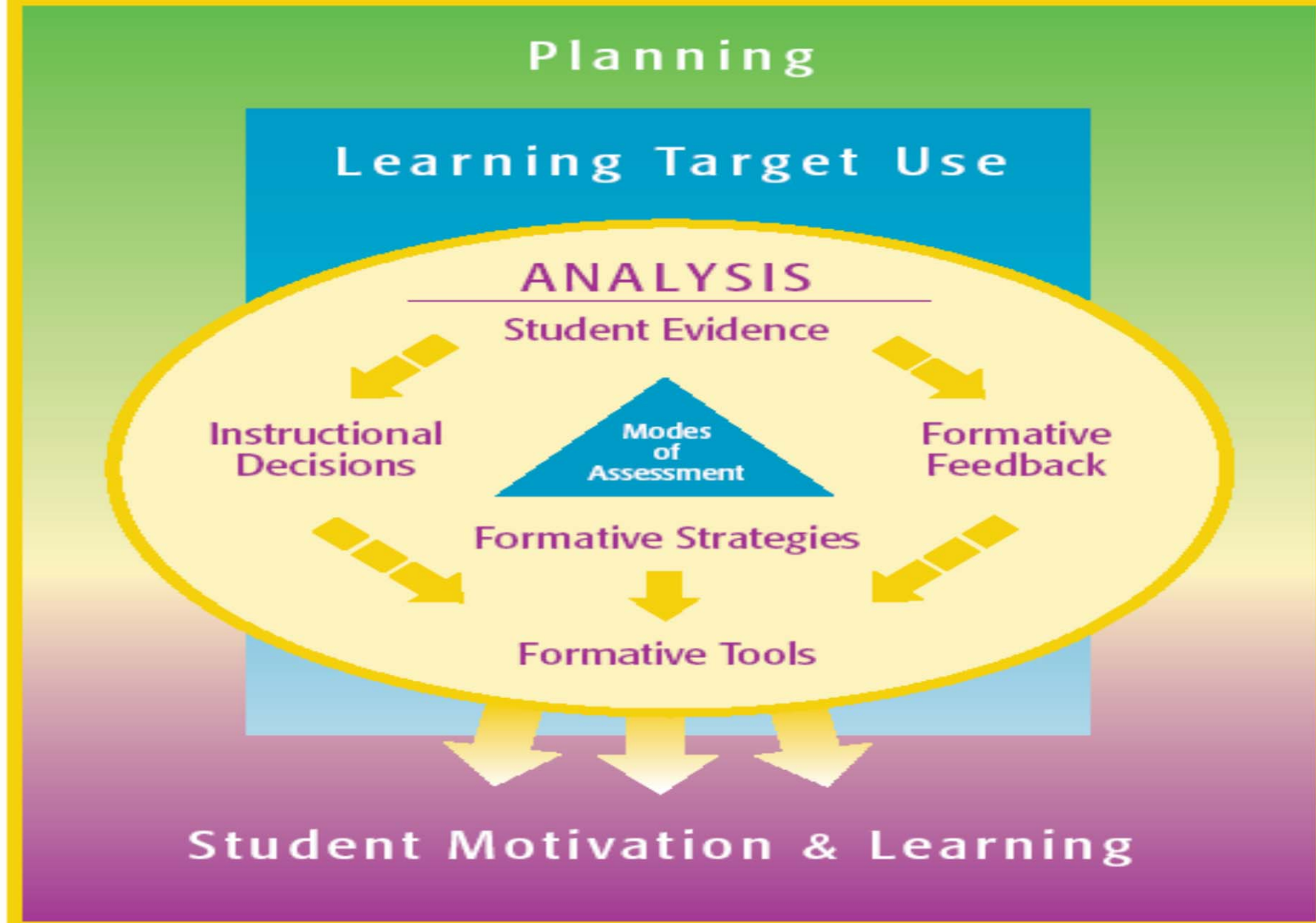
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FAME Project Model

- o 1st cohort of Learning Teams/Coaches 2008-09
- o Learning Team (LT) of 6-8 members
- o Led by a “coach” – facilitating sessions
- o Meet throughout the year/Multiple year journey
- o Materials and supports provided by MDE and Measured Progress
- o Topics of LT choice
- o Not a “trainer of trainer” model

The Formative Assessment Process



Key Strategies

- o Activating prior knowledge
- o Goal setting
- o Feedback use
- o Self-assessment
- o Peer assessment



Learning Target



Formative
Assessment
Strategy



Formative
Tool



Formative
Tool



Formative
Tool



Formative
Tool

FREE!

Training Resources

- F2F Session-“Launching into Learning”
- Formative Assessment Learning Guide
- Cognitive Coaching Seminars®
- Adaptive Schools Foundation Seminar
- MDE and Measured Progress Support

Online Resources and Coach Support



The screenshot shows the homepage of the Measured Progress Professional Development website. The header features the Measured Progress logo, the text "PROFESSIONAL DEVELOPMENT", and a "Sign In" link. Below the header is a navigation bar with links: HOME, TRAINING MATERIALS, TOOLS, E-LEARNING, NETWORKING, COACHES, and HELP. The main content area includes a welcome message, a description of the website's purpose, a navigation guide, a feedback invitation, and site requirements. The Michigan Department of Education logo is also present.

measured progress | PROFESSIONAL DEVELOPMENT [Sign In](#)

Formative Assessment for Michigan Educators

[HOME](#) [TRAINING MATERIALS](#) [TOOLS](#) [E-LEARNING](#) [NETWORKING](#) [COACHES](#) [HELP](#)

Welcome to FAME: Formative Assessment for Michigan Educators

This website is a tool for you, as coaches and learning team members, to deepen your understanding of *The Formative Assessment Process*. Please use the site as a source for training materials, tools, e-learning resources, event registration, discussions, advice, and contact information. The site will be dynamic and interactive, so check back often.

At the top of each page you will find a navigation bar with tabs to help guide you to resources related to FAME and *The Formative Assessment Process*. Each page will provide you with a description of what is on the page, its purpose, and the appropriate resources. Coaches and leaders in FAME's Leadership Program each have their own pages where they can find resources related to coaching skills and the FAME Leadership Program.

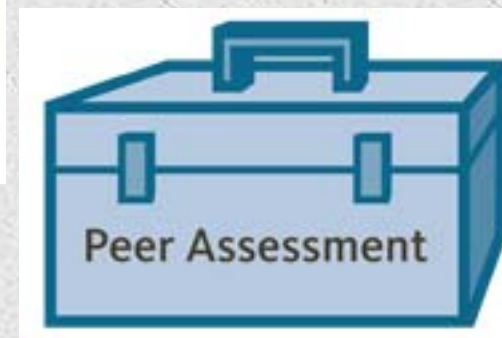
So we can better communicate and collaborate with everyone, [we welcome your feedback](#) to help improve this website.

MICHIGAN
Department of
Education

Site Requirements

To view this site properly, we recommend the following browsers, software, and plug-ins. Click on the

Formative Assessment Strategy Toolboxes



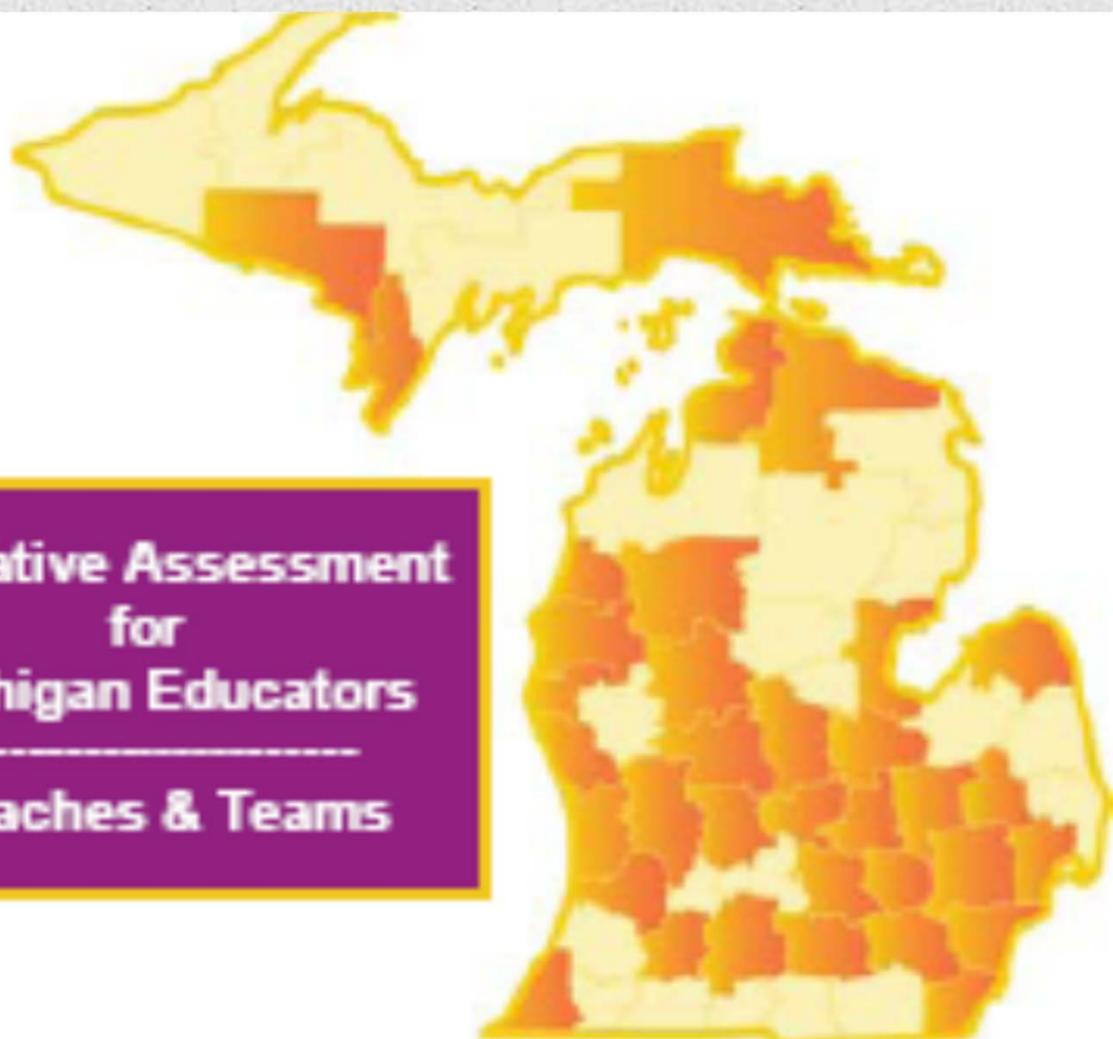
FAME Past and Present Training & Support

	2008–2009	2009–2010	2010–2011	2011–2012
Coach	2 Days	2 Days	3 Days + Virtual Meetings	Virtual Meetings
Learning Team Launch	2 Days	2 Days	1 Day + Resources	1 Day + Resources
Cognitive Coaching®			4 Days	Up to 8 Days
Adaptive Schools®				4 Days

FAME Project Numbers

	2008 – 2009	2009 – 2010	2010 – 2011		2011 – 2012	
Coaches	35	100	Y1 63	Y2 32	Y1 61	Y2 61*
Learning Teams	23	65	62	32	60	55

*5 Fame Leads and
4 District Support Coaches

A map of Michigan is shown, divided into counties. Each county is filled with a color from a gradient: light yellow, orange, and red. The colors represent different levels of formative assessment scores. The Upper Peninsula has fewer counties, while the Lower Peninsula is more densely populated with counties. The colors are distributed across both parts of the state.

**Formative Assessment
for
Michigan Educators**

Coaches & Teams

As of 2011-12

FAME Leadership Program

- o 5 veteran coaches apply and selected to participate in FLP

Jen Orton – Mason-Lake ISD

Alecia Hoppa – Muskegon ISD

Ellen Vorenkamp – Wayne RESA

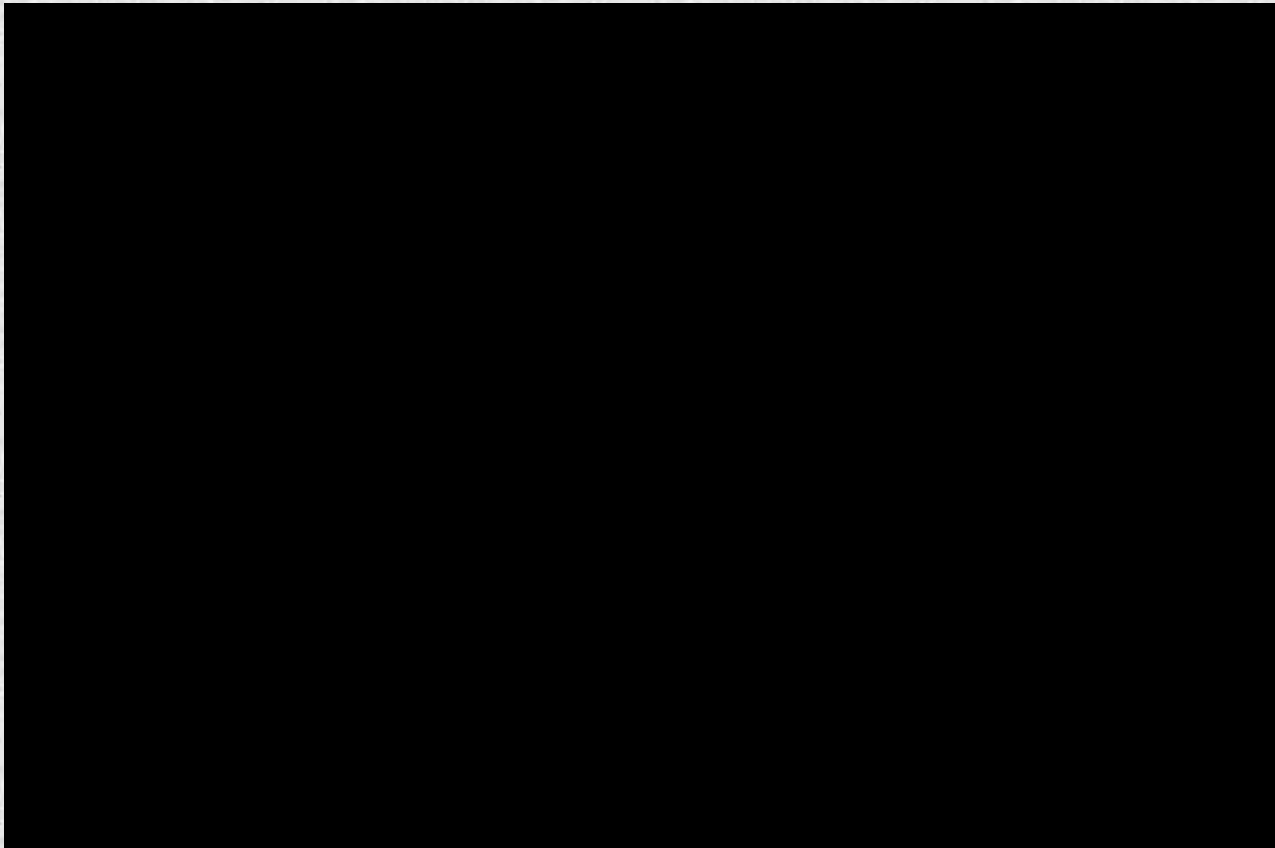
LeeAnn Moore – Morley-Stanwood CS

Laura Otten – Kent ISD

FAME Leadership Program Learning Objectives

- o Understand & conceptualize the components of the FAME project
- o Conduct the one-day launch
- o Understand the theory and research behind formative assessment (readings, project)
- o Reflect on knowledge with peers and specialist
- o Facilitate and coach a group of coaches with the FAME project

One Learning Team's Reflection



Michigan is part of broader conversation on the Formative Assessment Process

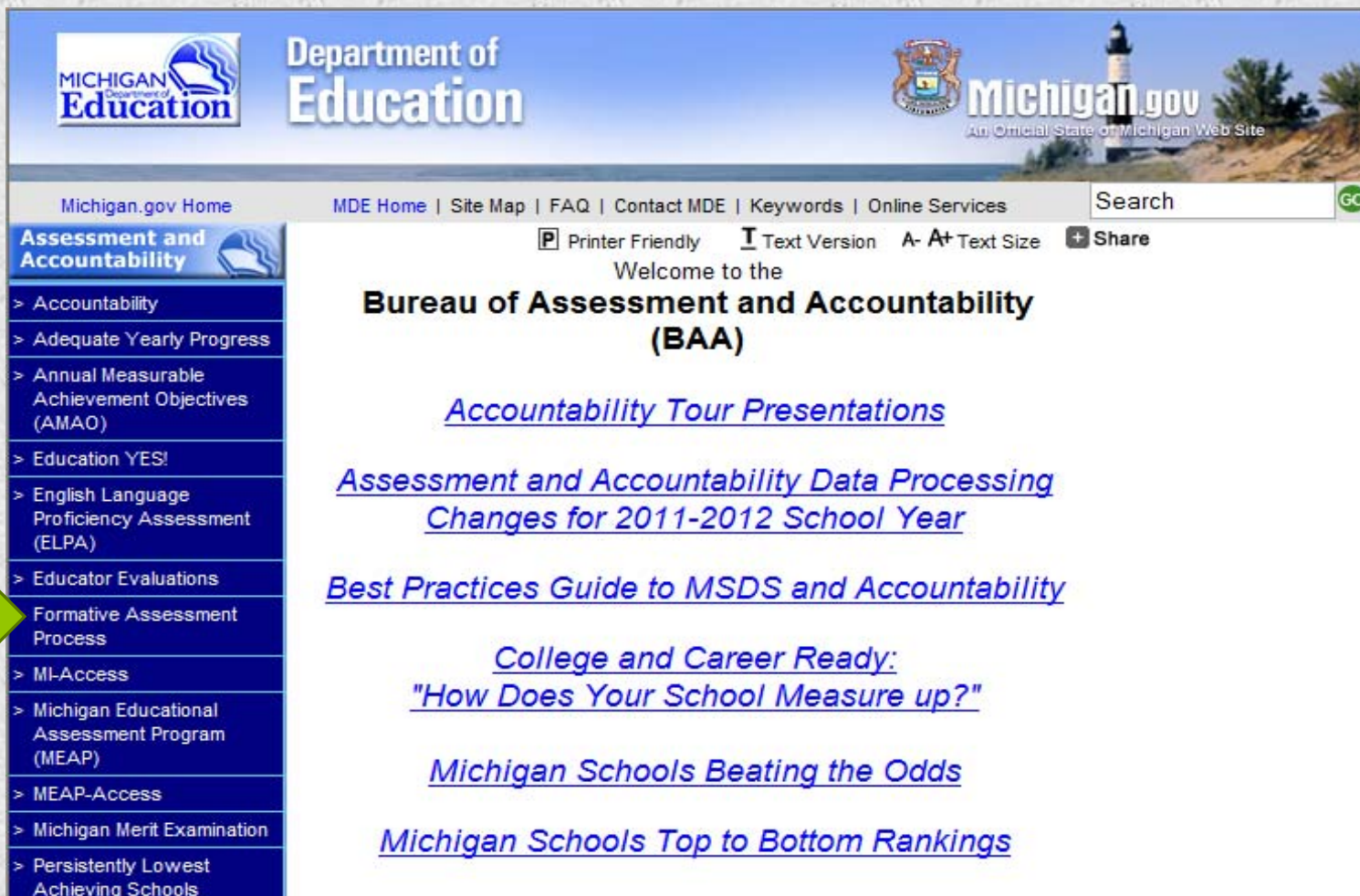
Smarter Balanced Assessment Consortium
Formative Assessment Work Group



Formative Assessment for Student & Teachers
FAST SCASS Member



More FAME Project Information



MICHIGAN Department of Education

Department of Education

Michigan.gov
An Official State of Michigan Web Site

Michigan.gov Home | MDE Home | Site Map | FAQ | Contact MDE | Keywords | Online Services | Search

Welcome to the

Bureau of Assessment and Accountability (BAA)

[Accountability Tour Presentations](#)

[Assessment and Accountability Data Processing Changes for 2011-2012 School Year](#)

[Best Practices Guide to MSDS and Accountability](#)

[College and Career Ready: "How Does Your School Measure up?"](#)

[Michigan Schools Beating the Odds](#)

[Michigan Schools Top to Bottom Rankings](#)

Assessment and Accountability

- > Accountability
- > Adequate Yearly Progress
- > Annual Measurable Achievement Objectives (AMAO)
- > Education YES!
- > English Language Proficiency Assessment (ELPA)
- > Educator Evaluations
- > Formative Assessment Process
- > MI-Access
- > Michigan Educational Assessment Program (MEAP)
- > MEAP-Access
- > Michigan Merit Examination
- > Persistently Lowest Achieving Schools

> **Formative Assessment Process**

> MI-Access

> Michigan Educational Assessment Program (MEAP)

> MEAP-Access

> Michigan Merit Examination

> Persistently Lowest Achieving Schools

> Michigan School Report Card

> National Assessment of Educational Progress

> BAA Learning

> BAA Secure Site

> Secondary Credit Assessment System

> Shared Educational Entities (SEEs)

State Board of Education

Offices

Programs

News & Publications

What's New

- [Summary of 2010-11 FAME Project Research](#)

- [FAME Administrator Webinar \(recorded November 16, 2011\)](#)

This webinar was recorded for administrators with coaches and learning team members in the 2011-12 FAME project. Topics covered were a description of the project and an overview of the formative assessment process. Much of the webinar was centered on the insights of current coach and middle school principal, Linda Chase from Cheboygan Middle School. Linda shares her experiences in sustaining and scaling the formative assessment process in her building. Click here for the [webinar powerpoint](#).

In the Classroom

There is currently no content in this category.

Research Related Support Links

- [FAME Presentation at 2011 AERA](#)

- [Additional Formative Assessment Research by Category](#) **PDF**

This document, compiled by the Michigan State University research on formative assessment team, is a synthesis of papers outlining findings on formative assessment.

- [FAST Research Resources](#) **PDF**

Provided by CCSSO Formative Assessment for Students and Teachers (FAST) state collaborative, this document summarizes key ideas of the most significant research on formative assessment.

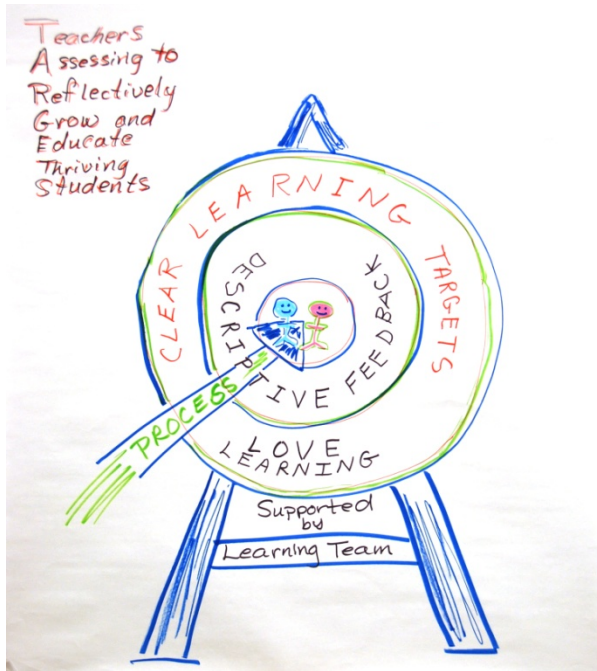
- [Formative Assessment and Next-Generation Assessment Systems: Are We Losing an Opportunity?](#) **PDF**

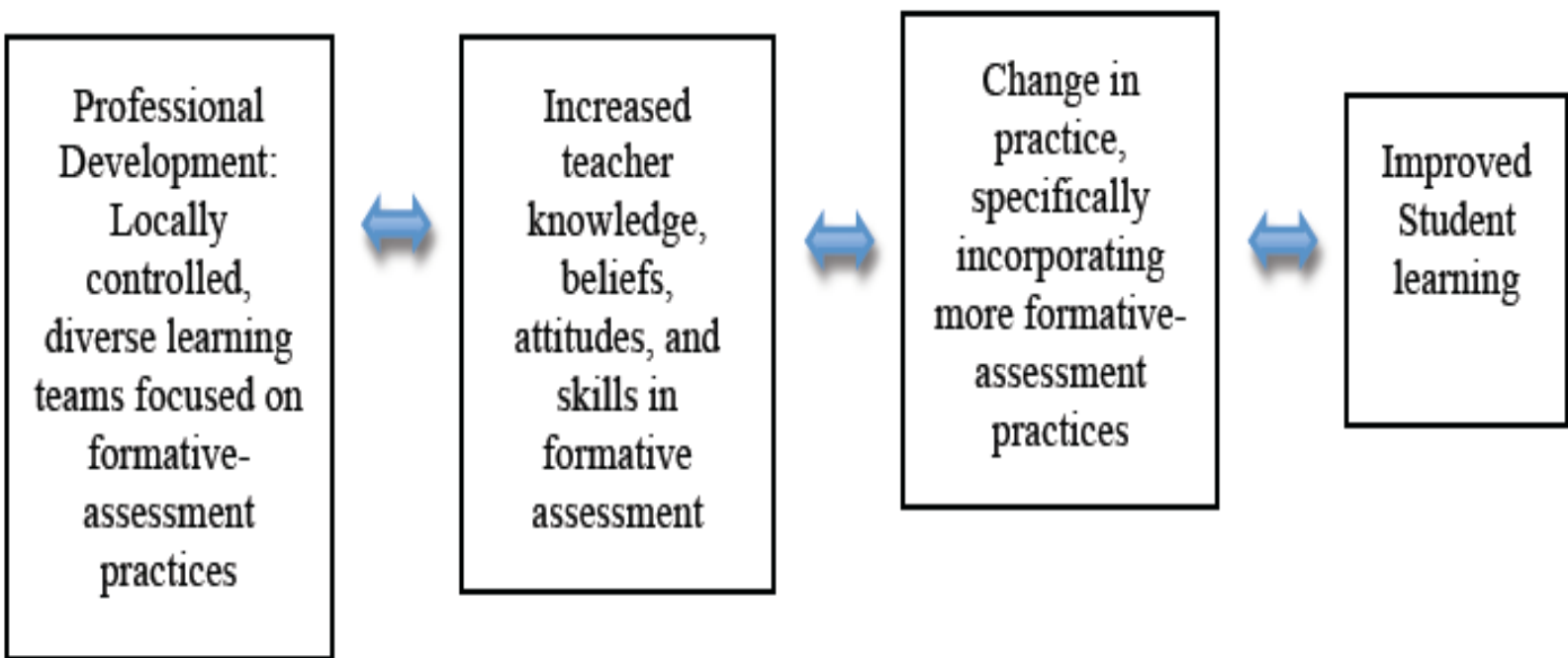
On November 10, 2010, CCSSO and leading authorities on formative assessment released a new report about the future of student assessment and the development of more effective ways to assess student learning. Click the report title to read this paper. The event was hosted by CCSSO and the Formative Assessment for Students and Teachers State Collaborative on Assessment and Student Standards (FAST SCASS) of which Michigan is a member.



What questions might you have?

Lessons Learned: Research on FAME





Local Context: Learning team characteristics, local school and district characteristics, school leadership, policy environment

Evidence

- **Perception (Survey data – Fall and Spring)**
- **Video of learning teams**
 - 2010/11: 6 learning teams
 - 2011/12: 6 learning teams (1 x 2nd year team)
- **Video of classrooms**
 - 2010/11: one learning team, 5 teachers
 - 2011/12: All 6 learning teams, 2-5 teachers/team

Who are our coaches?

- Coaches had a variety of roles: Teacher (31%); Building Administrator (23%); District Administrator (26%) and ISD Administrator (21%)
- Many coaches (59%) did not have prior experience facilitating a group of adult learners
- Coaches reported “some” to “substantial” knowledge about formative-assessment practices (73%)
- Many (58%) were participating in the project for the first time
- Motivation to be a coach: To learn more about formative-assessment practices

Impact of coach's job (perception)

Teacher

- *“Being a teacher places me on ‘even ground’ with my colleagues....”*
- *“Our LTMs mentioned that they felt more involved in the process since it felt teacher led and teacher driven”*

Administrator

- *“Being at the ISD I can reflect and consider experiences across school districts...”*
- *“Being based in the central office, I have had the opportunity to work with teachers from both of our MSs more closely... teachers have greatly appreciated someone from central office working with them very closely, learning with them, etc. and I’ve benefited ...”*

Who are our learning teams?

Team Composition	
All Elementary	21%
All Middle School	14%
All High School	16%
Multiple Levels	33%
Unknown	17%

Administrator Participating	
Yes	40%
No	40%
Unsure	20%

Single Content Focus	
Yes (LA, math, science, SS, art/music)	17%
No	83%

Fall & Winter Survey Results

Influence of LT make-up (perception)

Influence of LT make-up	
Yes, positive	71%
Yes, negative	2%
No impact	16%
Not sure	11%

“It has helped to bridge our campuses together. It has helped to create a greater awareness of the curriculum at all three of our school divisions”

- *“The same content has been beneficial. [I] have had a team from different content levels and they had a hard time relating themes to their content.”*
- *“...Sometimes F-A strategies/tools used by the elementary team members aren’t given full value as they’re tinged as elementary”*

Perceived effectiveness of the model

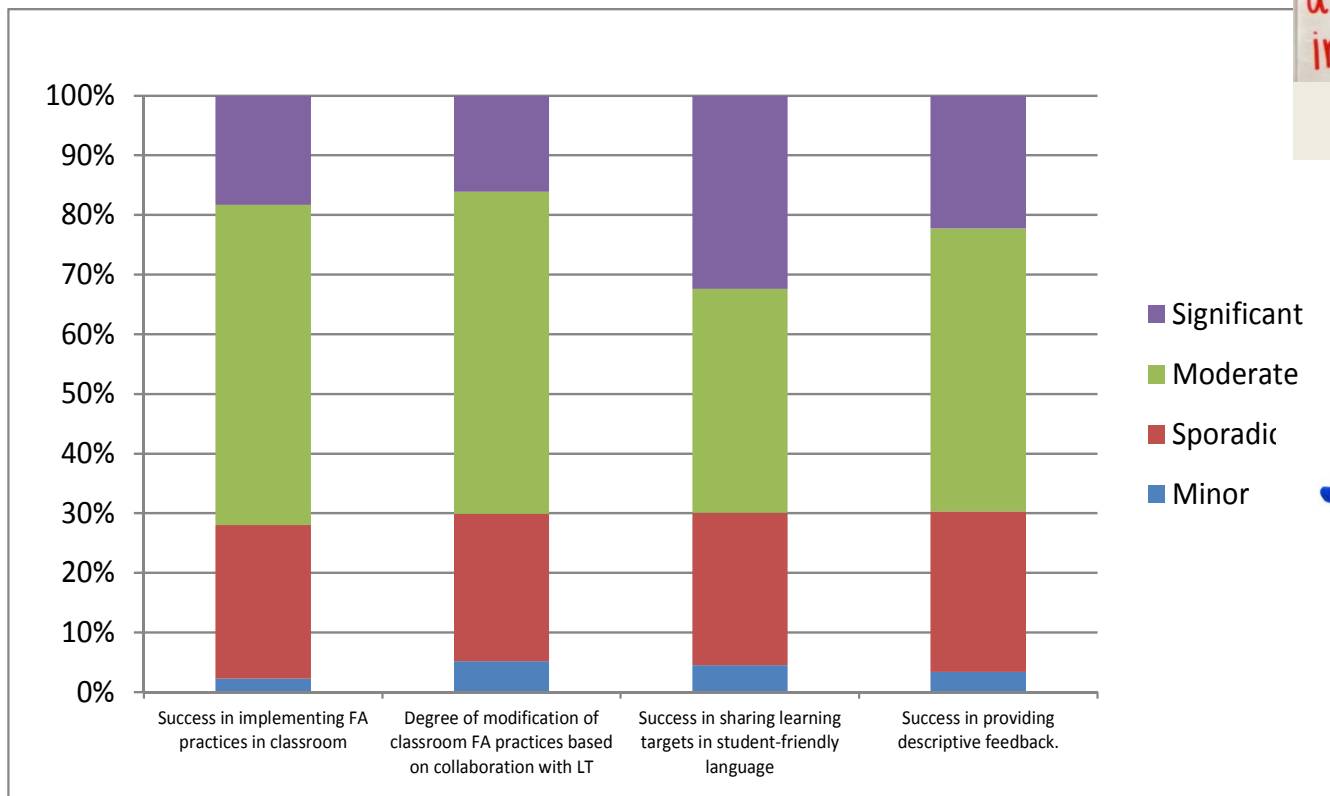
LT Meeting Impacted Instruction?	
Yes	84%
No	16%

Effectiveness of Coach-Facilitated Learning Teams to Support Use of Formative-Assessment?	
Very Effective	22%
Effective	56%
Neutral	17%
Ineffective	3%
Very Ineffective	2%

Winter Survey Results

Findings

Success of implementation



• Helped us examine our curriculum by looking at learning targets and how formative assessment guides our instructional practices.

- Clear Learning Objectives
 - Development of "I can" statements
 - Feedback and Assessment linked to objectives
 - Student Exemplars

Most participants reported "moderate" and "significant" success in formative assessment practices

Types of learning reported

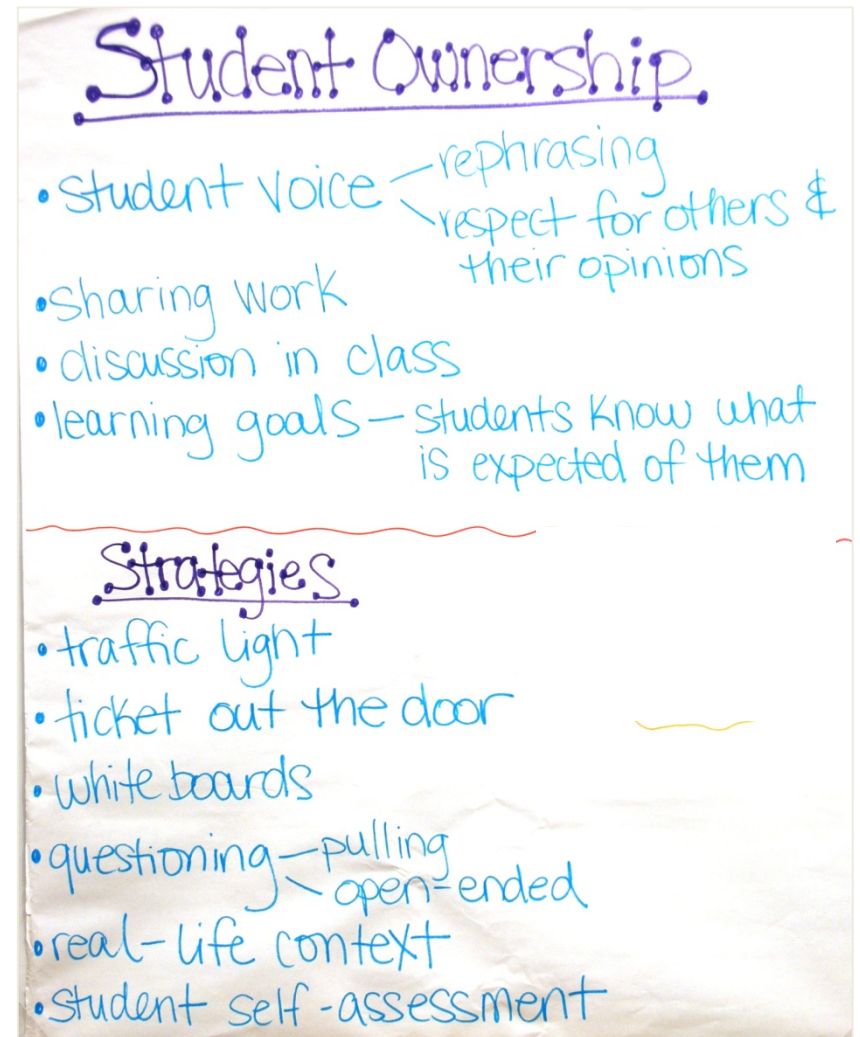
- Knowledge about practical formative-assessment instructional strategies (92%)
- Conceptualization of formative-assessment [what formative-assessment is and what formative assessment looks like] (79%)
- How to fit formative-assessment into the curriculum (79%)

Easiest topic to implement

- Descriptive feedback (49%)

Hardest topic to implement

- Peer- and self-assessment (43%)



Impact of FAME model on teachers

- *It's really great to have a think-tank of positive and motivated individuals to share positive examples with and to think through plans that didn't work as expected. It makes it easier to think about formative assessment specifically when we meet each month for that purpose.*
- *It is encouraging to meet with other teachers who are implementing formative assessments: we challenge each other to continue on the path we have chosen, there is an accountability to the group piece, as we share what we are doing the focus becomes clearer to the individual and the group, and we support each other in our research and practice.*

Reservations about Formative Assessment Implementation

Two variables significantly affected the implementation of formative assessment practices in the classroom

-Reservations about time for implementing FA practices in the classroom ($p < .05$)

-Knowledge of *The Formative Assessment Process* ($p < .01$)

Two LTMs who expressed those reservations said:

“I thought that was the process was exceptional, but I have serious reservations about the significant amount of time that I'm required to be away from the building”

“There wasn't enough time to cover everything thoughtfully. We really only dipped the surface”

Video of Learning Team Meetings

- Type and depth of discussion based on several issues:
 - Type & implementation of task
 - Learning team make-up
 - Role of the coach

Type of Task

- Reading text
- Sharing tools
- Sharing student work
- Presentation of information
- Other discussion

Learning Team Make-up

- Content specific vs. Content general
- Grade level vs. large grade span
- Knowledge of the students

Example of dialog b/w science teachers

- **Science Teacher A**: We just started a unit on electricity. I just wrote three questions. What materials would you need to make your own battery? Um if we all... If we add more lights to the circuit, what will happen to the other lights? And ...How would you decide where to put the switch and bulbs in a circuit?
- **Coach/Science teacher**: I like that, what types of materials do you have them working with to be able to answer those questions?
- **Science Teacher A**: ...Discussion of the different ways of using materials
- **Science Teacher B**: Have you thought about asking them about parallel vs. series circuits here?
- **Science Teacher A**: Yes, I did not do that here, but I would probably add that in after a short discussion about

Example of cross-disciplinary dialog

- **Math teacher**: The one I was thinking of was trigonometric functions and graphs. “What evidence can you list when you see this graph and which trig function is it... because of what? What would you use to predict if this is a parent-tangent function... what would your prediction be for the changes in the graph if was -2, Tangent 2, -1?
- **Spanish Teacher**: Loretta, can you speak English please?
- (Laughter)
- **Spanish Teacher**: Or Spanish, please? I can do that.
- **Coach**: I think that she meant ...
- *No discussion of question or feedback...*

Coach: Guiding Discussion

- Setting the stage
 - *Today we are talking about peer assessment. If you turn to page 3 in your book, you can see that...*
- Keeping the conversation on task
 - After a discussion of facebook gets off task... “OK... *moving right along now...*”
- Allowing all members to participate
 - “*Shana, why don’t you share the example about the student you spoke with in the hallway*”

Coach: Questioning

- Clarifying question
 - After watching a video of a teacher, “*What did you do to get students to this [activity]?*”
- Probing/reflective questions:
 - After a discussion of “everybody writes”, coach asks: “*What happens when kids don’t write?*” OR after a teacher shares a tool and how students responded to the tool, “*Knowing this... um how would you use this tool differently next time?*”

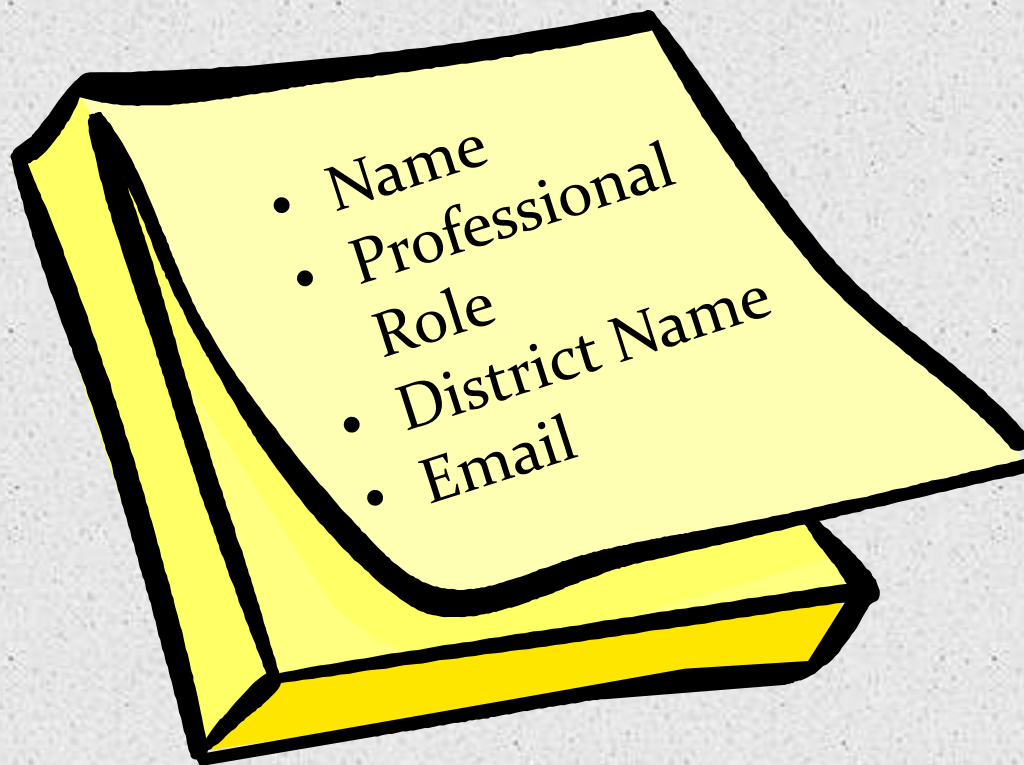
Coach: Expert

- Survey: “I feel pressure to find outside resources to keep our group moving in a positive direction. “



What questions might you have?

Interested in 2012-13 FAME?



- Name
- Professional Role
- District Name
- Email

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